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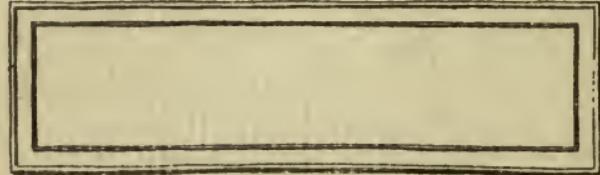
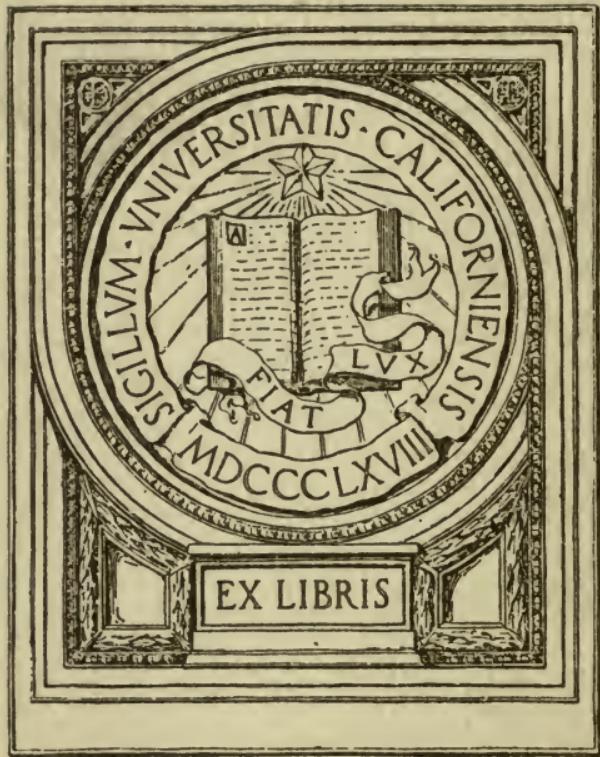
Course of Study

and

Library List

Sonoma County, Calif

Adopted June, 1900



Course of Study

Library List

and

Summary of

Rules and Regulations

Adopted by the

Sonoma County Board of Education
"

June, 1900

Santa Rosa, Calif.

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TO WHOM
IT MAY CONCERN

PETALUMA, CAL.:
THE COURIER PRESS
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SUMMARY OF COURSE OF STUDY BY GRADES.

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INTRODUCTION.

This course of study is adopted and published in conformity with section 1771 of the School Law. It is to be followed by the Teachers and Trustees of Sonoma County in the management of the schools.

The Board has intentionally outlined much more work than any teacher can do in the allotted time. There will be no difficulty in conforming to all portions of the course which are required in all schools. Each teacher will have time to do much more work than this, and she should select thoughtfully and judiciously from the optional work what seems to be best suited to the conditions under which she is working.

The schools must not attempt to teach everything. It is no proof that a school is not a good school that certain subjects are omitted from its curriculum, or that a pupil has not been well taught that he does not know all the things which he ought to know. He can not possibly, in the time at his disposal, learn all. The schools should teach thoroughly what they attempt to teach, and judgment should be passed only upon what has been studied. Every school is doing good work if it causes the pupils to do a reasonable number of things *well*. Such work will turn out pupils who have power to do things for themselves. There are many subjects, which have been omitted from this course, which some people will think should have been included. Many of them, the Board

will agree, are valuable. There are new subjects and many additional topics which we have not mentioned which might be given, if the children and teachers had the time to undertake them. We do not assume, nor do we wish others to assume, that we disapprove of all that we have not outlined herein. In the great fields of knowledge and culture we have chosen these subjects and topics because we believe that they are the best suited to the training of power and character. New subjects and new classifications will be needed in the future. We believe we have included nothing that is unworthy of careful and studious attention.

From what we have suggested it will be necessary, oftentimes, for teachers to choose. In many of the subjects only a small portion of the work suggested can be accomplished. It is hoped that the teachers will exercise great care in such choice. In cases where the teacher is in doubt, she should seek the advice of those who have had experience and are doing good work in the lines along which information is sought. The Superintendent's advice should be obtained whenever possible. Teachers are advised to visit schools where good work is being done, as frequently as possible. The freedom of choice granted in many places gives the teacher an opportunity to add increased interest to the work, both for herself and for the children.

We hope that the pursuance of this course will train up industrious, conscientious, patriotic and cultured boys and girls.

BOARD OF EDUCATION.

READING.

The chief purpose of the Board in outlining this course is to suggest a large amount of suitable supplemental reading. Children will best learn how to read by having an abundance of easy and interesting reading at hand. The chief purpose in reading is to get the thought from the printed page. If the thought is understood, expression will largely take care of itself. The length of the lesson should vary according to the pupil, the book, and various other conditions. Each pupil should be allowed to read as much and *no more* than he can readily read and comprehend. Pupils should never be allowed to attempt to read poorly-prepared lessons. Let them return to their seats and study till they are prepared.

When assigning a lesson, or at the beginning of the study period, assist pupils in pronouncing the new words. This work should be attended to in all grades. In most primary books, lists of the new words are given at the beginning of each lesson.

No effort has been made to subdivide the supplemental reading under the heads, "History," "Nature Study," etc., excepting where the division is so natural as to require no effort. The Board feel that there has been too much subdivision of studies. They desire to assert the unity of school subjects. In the choice of supplemental reading from these lists, teachers should choose a variety of material. They are at liberty to make use of the books mentioned under the other topics in this course for reading, and thus unify the work still more than has been done herein. They are encouraged to bring about such

combination and unification whenever it can be done naturally and advantageously. It will be necessary for teachers to avail themselves of every opportunity to save their own time and that of the pupils.

The grading of a course in reading is a difficult matter. What is suitably graded for one school or for one class is often not suitably graded for another. Great care has been exercised in the assignment of the books to the grades and classes. Nearly all of the books named herein have been tried in some of the schools of this county in the grades to which they are assigned. Other counties have found many of them satisfactory in these grades. So far as teachers can do so without interrupting the gradation, they are at liberty to change the order in which the books are taken, if they find a class has serious difficulty with any of them. If possible, teachers should consult the Superintendent regarding such changes.

Books under the head of "Supplemental Texts" are especially recommended for the grades to which they are assigned and should be the first books purchased, though if experienced teachers prefer books included in the second list of "Supplemental Reading," with the consent of the Superintendent they may be purchased instead. Besides purchasing sets of books for use in the reading classes, every district should be supplied as soon as possible with at least one copy of each book named in this course. The books for pupils have been chosen because they have been found to be interesting and wholesome reading for boys and girls. Those suggested for the teacher's use are for the purpose of giving her a broader view of the subject she is attempting to teach, for giving her suggestions regarding methods, or for general inspiration. Teachers should themselves own the books suggested here.

The following books are suggested for the teacher:

"Special Method in Reading," McMurray.

"Organic Education," Scott.

"Teaching the Language Arts," Hinsdale.

"Phonics and Reading," Van Liew.

In addition to the regular work in reading, teachers are urged to use their influence in bringing about the reading of good books. Every district should, as soon as possible, be supplied with one or more copies of each book named in this course. This will furnish an excellent list of books for reading outside of the regular work of the classes.

Many of the districts now have books in their libraries adapted to pupils' ability. The teachers should become familiar with the books in these libraries, in order that they may direct and interest the pupils in good reading. In schools where children are not accustomed to doing home reading, it is suggested that the teacher tell interesting stories that are to be found in books that are available, or read interesting portions, and then suggest that the pupils take the books to read.

Books marked (B) are supposed to be suitable for the first or lower half of the grade to which they are assigned; (A) to the second half.

FIRST GRADE.

Begin immediately with reading lessons from the blackboard or from charts. The sentences should always contain interesting thoughts. They should not be childish. In this early work, great care should be taken in the formation of the sentences. Those with subject, predicate and object are most easily understood. Pupils should be taught both print and script. Make daily use of phonics in the preparation of the reading lesson.

Text: "Revised First Reader," State Series.

Precede the text with "Bass' Beginner's Reader."

Supplemental texts:

- (B) "Child Life," First Reader, Blaisdell.
- (A) "Stepping Stones to Literature," First Reader, Arnold and Gilbert.
- (A) "Old Time Stories Retold," Smythe.

Additional Supplemental Reading:

- (B) "Finch Primer."
- (B) "Cyr's Primer."
- (B) "Baldwin's Primer."
- (B) "First Days in School," Stewart and Coe.
- (A) "First Reader," Cyr.
- (A) "Æsop's Fables," Vol. I, Pratt.
- (A) "Heart of Oak," Vol. I, Norton.
- (A) "Golden Rod Books," First Reader.
- (A) "Baldwin's First Reader."

SECOND GRADE.

All pupils in this grade should read at least three of the following books:

Text.—"Revised Second Reader," State Series.

Supplemental Texts:

- "Child Life," Second Reader, Blaisdell.
- "Stepping Stones to Literature," Second Reader, Arnold and Gilbert.
- "In Mythland," Beckwith.
- (A) "The Hiawatha Primer," Holbrook.

Additional Supplemental Reading:

- "Æsop's Fables," Vol. II, Pratt.
- "Plant Life," Bass.
- "Some of Our Friends," Welch.
- "Williams' Choice Literature," Primary Book I.
- "Pets and Companions," Stickney.
- "Heart of Oak," Vol. II, Norton.

"Big People and Little People of Other Lands,"
Shaw.

"Classic Stories for the Little Ones," McMurray.
"Golden Rod Books," Second Reader.

THIRD GRADE.

At least three of the supplemental books should be read by each pupil.

Text—"Revised Third Reader," State Series.

Supplemental texts:

- (B) "Docas, the Indian Boy," Snedden.
- (B) "Four True Stories of American Life and Adventure," Smith.
- (A) "Great Americans for Little Americans," Eggleston.

Additional Supplemental Reading:

- (B) "Animal Life," Bass.
 - (B) "Williams' Choice Literature," Primary Book II.
 - (A) "Old Stories of the East," Baldwin.
 - "Stepping Stones to Literature," Third Reader, Arnold and Gilbert.
 - "Child Life," Third Reader, Blaisdell.
 - "Cyr's Third Reader."
 - "Golden Rod Books," Third Reader.
 - "Fable and Folk Stories," Scudder, Riverside Ed.
-

FOURTH GRADE.

The work should consist of at least three of the supplemental books.

Text—"Revised Fourth Reader," State Series. (Use only the easier portions.)

Supplemental Texts:

- (B) "Robinson Crusoe," McMurray.
- (A) "Stories of American Life and Adventure," Eggleston.

Additional Supplemental Reading:

- (B) "Legends of Norseland," Pratt.
 - (B) "Fifty Famous Stories Retold," Baldwin.
 - (B) "Short Stories of Our Shy Neighbors," Kelley.
 - (B) "Heart of Oak," Vol. III, Norton.
 - (B) "Old Greek Stories," Baldwin.
 - (A) "Stories from Garden and Field."
 - (A) "Williams' Choice Literature," Intermediate Book I.
 - (A) "Legends of the Red Children," Pratt.
 - (A) "Ways of Wood Folk," Long.
 - (A) "Discoverers and Explorers," Shaw.
 - (A) "Grimm's German Household Tales," Riverside Literature Series.
 - (A) "Scribner's Series of School Reading." "Cable Story Book."
 - "Fanciful Tales," Stockton.
 - "Eugene Field Story Book."
 - "Lobo, Rag and Vixen."
-

FIFTH GRADE.

Beginning with this grade, the selections should have considerable attention, as literary productions. Teachers should make every effort to interest the pupils in the best literature. A careful study should be made of at least three supplemental books.

Text—"Revised Fourth Reader," State Series (completed).

Supplemental Texts:

- (B) "Black Beauty," University Pub. Co.
- (A) "First Book in American History," Eggleston.

Additional Supplemental Reading:

- (B) "Hiawatha," Riverside Literature Series.
- (B) "Little Nell," Dickens.
- (B) "American Indians," Starr.
- (A) "Pacific History Stories," Wagner.
- (A) "Outdoor Studies," Needham.
- "Alice in Wonderland," Carroll.
- "Child Life in Prose and Poetry," Whittier, Riverside Ed.
- Longfellow's "Children's Hour," "Paul Revere's Ride," and other poems, Riv. Ed.
- "Heart of Oak," Norton, Vol. IV.
- "Stepping Stones to Literature," Fourth Reader.
- "Stories of Old Rome," Pratt.
- Scribner's Series of School Reading (as in fourth grade).

SIXTH GRADE.

A thorough study should be made of at least three of the following:

Required Texts:

- "The Talisman," Scott.
- "Birds and Bees," Burroughs, Riverside Ed.
- Supplement to "Birds and Bees."
- "Our Feathered Friends," Grinnell.
- "Bird Notes Afield," Keele.

Supplemental Reading:

- "Tanglewood Tales," Hawthorne, Riverside Lit. Series.
- "Gulliver's Travels," Swift.
- "English History Stories," Blaisdell.

"American History Stories," Vol. I and II, Pratt.
"Beginner's American History," Montgomery.

SEVENTH GRADE.

A thorough study should be made of at least three of these selections. Teachers should endeavor to get the pupils to read the books not used for class work.

Required Work:

- "Miles Standish," Riverside Edition.
- "Irving's Selections."

Supplemental Reading:

- "Enoch Arden."
 - "Gods and Heroes."
-

EIGHTH GRADE.

At least three of these should be mastered.

Required Work:

- "Evangeline."
- "Lamb's Tales from Shakespeare."

Supplemental Reading:

- "Tales of a Wayside Inn," Longfellow, Riv. Ed.
 - "Ivanhoe," Scott.
 - "Prisoner of Chillon."
-

PHONICS.

The work in phonics must be constantly connected with the reading and spelling. It is placed under a separate heading here because it can be more conveniently dealt with so. There should be constant attention to sounds of letters from the day a child enters school until he has completed the course. It first assists him in pronouncing the simplest words. Finally, it enables him to pronounce the most difficult words from the diacritical markings. Pupils can not be expected to become independent readers until they are familiar with phonics.

FIRST GRADE.

Keep clearly in mind that the purpose of phonics is to assist pupils in discovering the pronunciation of new words. Teach the sounds of all letters and combinations except the most difficult. Drill constantly, giving a few moments each day to the work. Place a few easy new words on the blackboard each day with the sounds marked, and have the pupils discover the pronunciation. Do not make this an exercise separate from the reading and spelling lessons.

SECOND, THIRD AND FOURTH GRADES.

Drill all these grades on previous work. Give an exercise each day in building words and discovering new words from their diacritical marks. Increase the work in the use of phonograms. Gradually bring about

the spelling of words by sound. The new words in the reading lessons may be profitably used for these lessons. Put them on the blackboard with markings and let the pupils discover the pronunciation of them. This need not necessarily occupy any of the time of the school session.

FIFTH AND SUCCEEDING GRADES.

Make constant use of diacritical marks. Every pupil in these grades should have a dictionary and make daily use of it in learning the pronunciations and definitions of words used in the daily lessons.

Webster's Academic Dictionary (\$1.75) is recommended, though Webster's Primary Dictionary (60c.) will serve the purpose. The Academic Dictionary should be bought by all who can afford it. It will be of service throughout a school course. Do *not allow* the pupils to buy poorly prepared and poorly printed books.

Teacher's Guide:

"Phonics and Reading," Van Liew.

SPELLING AND WORD ANALYSIS.

All pupils should have a few words to learn to spell each day. Two things should be observed in all this work.

First—No pupil should waste his time in studying words which he already knows how to spell, which he will probably never have occasion to spell, or which he does not understand the meaning of.

Second—No pupil should have more words assigned for a lesson than he can learn thoroughly and recite without error.

In the first three grades this work should not be separated from the reading, phonics and language.

In the other grades there are many methods which meet with good results. When the lessons in the spelling book are used, the greatest care should be exercised in order to avoid the difficulties mentioned above. When the words are selected from the other lessons, particularly from language and composition work, give but few words and insist upon perfect work. Good results will come from a short, accurate drill every day.

Text—Speller, State Series.

The end sought in the study of word analysis is power to grasp the meaning of words, power to utilize a present vocabulary in the determination of the meaning of words seemingly new. This may be attained in part by a thorough knowledge of the prefixes and suffixes found in the language; these must be mastered. The relationship of words having a common root should be copiously

illustrated by the teacher, and the pupil should be stimulated to a quick discernment of it. The principles of word analysis should be applied whenever there is need of definition.

This work should especially accompany the language and literature in the sixth, seventh and eighth grades, though it should not be confined to any particular work or grades.

The text to be used is the last twenty-four pages of the California Speller, State Series.

LANGUAGE.

The direct object of language work is to enable pupils to speak and write correctly and confidently—without hesitation. To do this pupils must be drilled constantly in speaking and writing. And since nine-tenths of the communication between men is carried on by means of oral speech, the greater attention should be paid to it. Pupils must be encouraged and stimulated to talk. To do this they must be given something to talk about. Stories must be told, rather than read, by the teacher, for the pupil to retell, not once or twice, but many times. The recitation in this subject is for the presentation of correct forms of speech, but the work does not end here; the lessons will not be learned unless the pupil is obliged to apply them in every other recitation. The pupil must be made to feel that his language work is a part of all his other work; that nothing is well learned until it can be well told, and, furthermore, that he learns by telling.

Errors must be corrected all the time; however, great care must be used so that the pupils will not be discouraged. Criticism must be helpful, constructive. Try very hard to have the pupils do most of the talking; suggest, encourage, do everything that you can to get them to give expression to what they think.

A list of stories suitable for each grade is appended; these should be given, unless the teacher has others especially desirable.

Language work may easily be based upon pictures, so picture study is given a definite place in this course. Pictures are as much a means of expression as language,

and their thought may easily be translated into speech.

Valuable suggestions for Picture Study will be found in the following books:

"How to Study Pictures," M. S. Emery.

The Perry Magazine.

Riverside Art Series.

"Stories of the Great Artists" (Educational Publishing Company).

The poems selected for memory work have been tried for several years. The value of memorizing numerous classic poems needs no argument. Such work abounds in interest and will always prove a source of pleasure. All this work should be as spontaneous as possible. There should be so much interest aroused in pictures, poems, etc., that the teacher will need to spur very few pupils. The occasion and the opportunity, rather than the time in the program, should decide when poems and pictures should be studied.

No written work should be allowed in any grade in any subject except it be the very best the pupils can do. Language, penmanship, arrangement, spelling, etc., belong as much to the arithmetic and history as to the composition and grammar work. Any teacher who allows carelessness in any of these things at any time is not doing her work well. These things can not be done right in graded schools unless every teacher bears her full share of the responsibility. The earnest efforts of some teachers in those matters are partially defeated by the indifference or carelessness of others. All work should be the very best the pupils can do. A neatly written composition is of no more importance than a neatly written and arranged arithmetic paper. Good language is just as essential in the geography as in the English work. The teacher who gives care to these things will get good work; others will not.

FIRST YEAR.

Stories:

- "The First Thanksgiving," Wiggin.
 - "The Three Bears."
 - "The Three Little Pigs."
 - "Story of the Johnny Cake."
 - "The Musicians of Bremen."
 - "Andersen's Fir Tree."
 - "Tar Baby."
 - "The Discontented Pine Tree."
 - "The Boy and the Three Goats."
 - "The Wolf and the Seven Kids."
 - "The Red-Headed Woodpecker."
- Stories from "Old Time Stories Retold."

Poems:

- Cradle Song ("Little Birdie"), Tennyson.
- "Bed in Summer," Stevenson.
- "The Wind," Stevenson.
- "Wynken, Blynken and Nod," Field (A).
- "My Shadow," Stevenson (A).
- "The Swing," Stevenson (A).
- "My Bed Is a Boat," Stevenson (A).

Interesting stories and anecdotes regarding the authors and the poems will add much to the interest in this work. These stories may be used for oral and written language work.

Pictures: (The numbers given are from the Perry Pictures Company catalogue, 1898. Pictures from other firms are just as acceptable.) If teachers desire to make a study of the productions of any artist, they may do so if it will not interfere with the work prescribed for other grades.

- 904. "The Sick Monkey," Landseer.
- 367. "Holy Night," Correggio.

-
- 792. "The Pet Bird," Von Bremner.
 - 499. "Four Kittens," Adam.
 - 643. "Baby Stuart," Van Dyck.
 - 620. "Nativity," LeRolle.

Interesting stories of the painters and their pictures should be told. These stories may be used for oral and written language work.

Written Language:

Before completing this year pupils should be able to write short stories from memory, if considerable assistance is given in spelling. The use of the capital, period and question mark should be taught.

SECOND YEAR.

Stories:

- "Hiawatha."
- "The Four Winds."
- "Hiawatha's Childhood."
- "Hiawatha's Hunting."
- "Picture Writing."
- "The South Wind and the Dandelion."
- "Thumbolina."
- "Philemon Baucis."
- Stories of Hercules.
- Story of Horatius.
- Story of Iris.

Poems:

- "Seven Times One," Ingelow.
- "Twinkle, Twinkle, Little Star."
- "Little Blue Pigeon," Field.
- "Orkney Lullaby," Field.
- "The Poet Lamb," Wordsworth.
- "Hiawatha" (selections).

Pictures:

- 596. "A Helping Hand," Ronouf.
- 633. "Holy Family," Rubens.
- 1093. "A Fascinating Tale," Mme. Ronner.
- 623. "Frightened Bather," Demond-Breton.
- 1068. "Girl with Cat," Hoecker.
- 434. "Spring," Corot.
- 330. "Rest in Flight," Knaus.

Written Language:

Continue the work in writing stories. The teacher should assist in spelling the words. A list of words which pupils will need and do not know how to spell might be placed on the board before beginning the story. All pupils should have command of simple sentences, such that they can use them in their original work. (Capitals and marks at the end of the sentence.)

THIRD YEAR.

(Read previous directions.)

Stories:

- "Thor's Journey to Jotunheim."
- "Baldur."
- "Child's Dream of a Star," from Dickens.
- "The Great Stone Face."
- "Lohengrin."
- "Siegfried."
- "Perseus."

Poems:

- "The Arrow and the Song," Longfellow.
- "The Brook and the Wave," Longfellow.
- "Norse Lullaby," Field.
- "Barefoot Boy," Whittier.
- "Thanksgiving Day Song."
- "The Leaves' Farewell Party," Elizabeth J. Grey.
- "Krinken," Field.

Pictures:

- 521. "Feeding Her Birds," Millet.
- 321. "Sistine Madonna," Raphael.
- 1068. "Can't You Talk?" Holmes.
- 519. "The Butter Maker," Millet.
- 609. "Madonna Under the Arbor," Dagan-Bouvieret.
- 19. "Longfellow's Children."
- 1071. "September," Zuber.

Written Language:

Give short daily exercises in writing stories. Do this work without reference to books. Develop the power to write and think at the same time. Avoid copy work. Spell words which they do not know. Do not let them guess. Stories which can be completed in one period are preferable. Long stories may be divided into several short ones. No errors in the use of simple sentences should be tolerated. Insist on the best work all the time in penmanship, language, spelling, etc.

FOURTH YEAR.

(Read previous directions.)

Stories:

- William Tell.
- Franklin.
- Magellan's Voyage.
- Hercules.
- Daphne, the Dawn Maiden.
- Pandora.
- Ceres and Proserpina.
- Atlanta.

Poems:

- "The Village Blacksmith," Longfellow.
- "Death of the Flowers," Bryant.
- "Bugle Song," Tennyson.

"Paul Revere's Ride," Longfellow.
"The Fairy and Child," Field.
"Robert of Lincoln," Whittier.
"The Frost Spirit," Whittier.
"Hiawatha" (parts).
"America" (unless already known).

Pictures:

324. "Madonna of the Chair," Raphael.
618. "Shepherdess," LeRolle.
1336. "Pilgrim Exiles," Boughton.
393. "Saved," Landseer.
1329. "Columbus at the Court of Spain," Brozik.
600. "The Balloon," Dupre.
556. "An Humble Servant," Bonheur.

Written Language:

Pupils should have daily exercise in composition work. These compositions should be written without any reference to books or helps. The spelling of uncommon words should be given by the teacher. Do not allow guessing. The teacher should be with the pupils and give suggestions and help when needed. Assistance in the construction of sentences, punctuation, spelling, etc., should be given at times. As far as possible, avoid allowing pupils to see incorrect work. If possible, correct the work in the presence of the pupils. Stories which can be completed in one period are preferable.

Pupils should be thoroughly familiar with the material before attempting to write. Frequent exercises in original story work should be given. The pupils need training in original thinking.

FIFTH YEAR.

(Read previous directions.)

Story Work (oral):

The fund of stories suitable for this and following

grades is limitless. The stories should bear some relation to the other school work. For example, if the geography lesson is about Mexico, the story-telling period may be devoted to stories about Mexico. Series of related stories on history, geography, animals, etc., will be interesting. For example—

Stories of the Trojan War.

Stories of India.

Stories of Useful Insects.

Poems:

"The Brook," Tennyson.

"The First Flowers," Whittier.

"Independence Bell."

"Daybreak," Longfellow.

"Decoration Day," Longfellow.

"Christmas Bells," Longfellow.

"The Mayflower," Whittier.

"The First Thanksgiving."

"Westward," Joaquin Miller.

Pictures:

575. "Song of the Lark," Breton.

516. "Shepherdess Knitting," Millet.

230. "The Last Supper," Da Vinci.

1331. "Embarkation of the Pilgrims," Weir.

1003. "June Clouds," Hunt.

673. "Mother and Child," Murillo.

912. "King of the Forest," Landseer.

Written Language:

(Read previous directions.)

There should be thirty minutes every day devoted to composition work. The material for this work should be varied. The stories may be taken from the reading, history, geography, nature study, or from various other sources. There should be exercises in original story

writing. Avoid copying: time is too valuable. Insist on the neatest work all the time.

Grammar:

The work in grammar for this year should be given in connection with composition and reading.

Teach the sentence. Develop inductively the various kinds of sentences and the dependence of phrases and clauses. Drill upon these distinctions. Encourage the use of short sentences in all written work. Teach the purpose of all punctuation marks in the reading and composition work.

SIXTH YEAR.

(Read previous directions.)

Stories:

The selection of the stories is left with the teacher. In the history, English, and geography work, insist on all pupils telling connected stories to the class. This work will encourage interest, decrease timidity, and develop ability to think and talk at the same time.

See that the language is the best. Correct constantly all common errors, or, better, have the class correct them.

Poems:

“Thanksgiving Hymn for California,” Mrs. Stetson.

“Barbara Freitchie,” Whittier.

“The Day is Done,” Longfellow.

“A Christmas Carol,” Lowell (if not used by others).

“The Blue and the Gray.” Finch.

“The Landing of the Pilgrim Fathers,” Mrs. Hemans.

“A Christmas Carmen,” Whittier.

Pictures:

300. "Christ and the Doctors," Hofman.
 538. "Horse Fair," Bonheur.
 639. "Reading Homer," Alma-Tadema.
 738. "Meyer Madonna," Holbein.
 524. "The Rainbow," Millet.
 1339. "Pilgrims Going to Church," Boughton.

Written Language:

Follow the directions for the previous year.

Grammar:

Continue the work outlined under fifth year. Develop the easier parts of speech. Classify the words in the reading lesson, placing stress on nouns, verbs adjectives, pronouns and adverbs. The work should be no more than the making of lists. Avoid complications.

SEVENTH YEAR.

(Read previous directions.)

Stories:

Follow directions for the sixth grade.

Poems:

Memorize suitable portions from the English work and interesting and suitable poems by the authors studied in this work.

Many suitable poems related to the history work should be memorized.

Pictures:

388. "Aurora," Guido Reni.
 610. "At the Watering Trough," Dagnan-Bouveret.
 311. "The Assumption," Titian.
 571. "Virgin, Infant Jesus and St. John," Bouguereau.
 1098. "Joan of Arc," LePage.
 1414. "Washington Crossing the Delaware," Lentze.

Written Language:

Follow the directions previously given.

Grammar:

Master the classification of sentences. Make a thorough study of phrases and clauses. Make a further study of parts of speech as suggested under sixth grade.

EIGHTH YEAR.

(Read previous directions.)

Stories:

Follow sixth year directions.

Poems:

Follow seventh year directions.

Pictures:

- 579. "End of Labor," Breton.
- 952. "The Golden Stair," Burne-Jones.
- 509. "Angelus," Millet.
- 719. "The Mill," Rembrandt.
- 511. "The Gleaners," Millet.
- 495. "Dance of the Nymphs," Corot.
- 297. "Delphic Sybil," Michael Angelo.

Written Language:

Follow sixth year directions.

Grammar:

Use diagrams to show the relations of the parts of the sentence. Give little attention to details. Classify words and parts of the sentence entirely according to use.

Parse all parts of speech. Give attention to person, number, gender, case and declension only when they are distinguishing features.

Poems—Supplemental list of poems to be chosen as teachers desire:

"An April Day," Longfellow.

"A Rainy Day," Longfellow.

- "Lucy Gray," Wordsworth.
"Break, Break, Break," Tennyson.
"Legend of St. Nicholas."
"The Bridge," Longfellow.
"The Builders," Longfellow.
"Woodman, Spare that Tree."
"The Pacific Shore."
"Sheridan's Ride," Read.
"The Mutiny," Rogers.
"Song of the Union," Cummings.
"Memorial Day," Little.
"The Trailed Banner," Ryan.
"America," Bryant.
"The Closing of the Year," Prentice.
"The Charge of the Light Brigade."
"A Short Sermon," Alice Cary.
"Sweet and Low," Tennyson.
"The White Lampkins," Mrs. Wiggin.
"Selections from Horatius," Macaulay.
"The Poor Voter on Election Day," Whittier.
"The Angels of Buena Vista," Whittier.
"The Boston Tea Party," Emerson.
"The Flower of Liberty," Holmes.
"The Pass of the Sierra," Joaquin Miller.
"The Gladness of Nature," Bryant.
"From My Arm Chair," Longfellow.
"The Bird and the Ship," Longfellow.
"The Arrow and the Song," Longfellow.
"The Captain's Daughter," Fields.

Text: Grammar, State Series.

For teacher: "A First Manual of Composition by E. H. Lewis.

"Essentials of English Grammar by W. D. Whitney.

ARITHMETIC.

FIRST YEAR.

While the number work of this grade may be largely incidental, do not permit it to be *accidental*.

Number concepts are of gradual growth. Let matter and method be such as the natural movement of the child's mind demands to promote, in the best way, a normal growth.

Develop the idea of quantity and quantity relations by the development of the idea of how many and of greater and less and of aggregates.

The work should be objective and oral during the first half year. Provide the class with such objects as tooth-picks, square inches, pegs, kindergarten beads, blocks, etc., which the pupils are to handle when counting or comparing.

During the second half, written number work should be done, always following objective work, the number of objects not to exceed ten.

Teach combinations to ten. All the combinations should be worked out with objects. Teach the signs of addition, subtraction and equality.

Use Speer's "Primary Arithmetic for Teachers" and McLellan and Ames' "Primary Arithmetic," Teacher's Edition, for frequent reference.

Read carefully McLellan and Dewey's "Psychology of Number."

SECOND YEAR.

Read suggestions for preceding grade.

Make objective work the basis for all the number work of this grade.

Give no process which every pupil has not performed understandingly with objects.

Develop objectively the multiplication tables through the fives. Develop objectively fractional parts to and including fifths.

Teach counting by 2's, 3's, 5's.

Give easy combinations of numbers and drill thoroughly.

Refer frequently to Speer's "Primary Arithmetic for Teachers" and McLellan and Ames' "Primary Arithmetic," Teacher's Edition.

Read thoughtfully McLellan and Dewey's "Psychology of Number."

Book I of Prince's "Arithmetic by Grades" is recommended for supplemental work in this grade.

THIRD YEAR.

Read suggestions to all the preceding grades.

Continue the work in objective development of the multiplication tables through the tens.

Drill constantly on combinations previously worked out with objects.

Teach addition and subtraction thoroughly.

Teach to multiply with two figures.

Teach, objectively, liquid measure to gallons.

Teach table for time.

Teach pupils to tell the time from the clock.

Teach objectively fractional parts and combinations of fractions to tenths. Do not use the names "numerator" and "denominator."

Teach simple division.

Give daily oral drill on previous work.

Speer's "Primary Arithmetic for Teachers" and McLellan and Ames' "Primary Arithmetic," Teacher's Edition, should be on the desk of each teacher, not for occasional but for frequent reference.

The teacher should read McLellan and Dewey's "Psychology of Number," not cursorily, but carefully and thoughtfully.

For supplemental work for this grade use Book II of Prince's "Arithmetic by Grades."

FOURTH YEAR.

Read all suggestions to previous grades. Refer frequently to Speer's "Primary Arithmetic for Teachers" and McLellan and Ames' "Primary Arithmetic," Teachers Edition.

Continue to teach by objects fractional parts.

Teach objectively addition, subtraction, multiplication and division of simple mixed quantities.

$$2\frac{1}{3} \text{ inches} + 3\frac{1}{2} \text{ inches} = ?$$

$$5\frac{1}{2} \text{ inches} - 3\frac{3}{4} \text{ inches} = ?$$

$$3\frac{1}{8} \times 4 = ?$$

$$\$6\frac{1}{2} \div 3 = ?$$

Give daily drill on these processes after they are understood by the pupils.

In all the work insist on neatness and accuracy.

Draw to scale objects in the schoolroom and about the school premises.

Have each pupil make his own measurements.

Teach objectively simple areas in square inches, square feet, square yards.

Give constant reviews of multiplication tables. Multiply by more than two figures.

Teach long division thoroughly. Require proof of each problem.

Give numerous problems for seat work.

Give frequent drills in rapid addition.

Drill on addition of easy fractions with different denominators.

The teacher should read carefully McLellan and Dewey's "Psychology of Number."

Book III of Prince's "Arithmetic by Grades" is also suggested as containing suitable supplemental work for this grade.

FIFTH YEAR.

Read the suggestions to all the preceding grades.

Review the work of the preceding grades.

Drill thoroughly wherever weakness is discovered.

Continue objectively the work in fractions.

Read the chapter, "Definite Relations," in Speer's "Primary Arithmetic for Teachers."

Draw to scale objects about the schoolroom and school grounds.

Teach objectively the tables of avoirdupois weight, and square measure.

In the problems in fractions do not use large numbers for denominators.

Give practical problems, such as confronts us in our business dealings.

Show that a fractional part, decimal parts and an equivalent per cent of a number are equal in value by giving problems to be solved by finding a fractional part, then a decimal part, then a per cent of a number.

Problem: John had \$420; he spent $\frac{1}{4}$ of it. How much did he spend? He spent .25 of it; how much did he spend? He spent 25 per cent of it; how much did he spend?

Then he spent $\frac{3}{4}$, .75, 75 per cent, and similar problems. 36 is $\frac{1}{4}$ of what number? .25 of what number? 25 per cent of what number?

These three processes should go hand in hand.

Thoroughness is obtained only by repetition. Have different pupils demonstrate the problem under consideration by means of objects, requiring the other members of the class to follow the demonstration.

Not only thoroughness, but also facility of expression, is thus assured.

Review frequently.

Give a few minutes daily to rapid oral work.

For supplemental work in this grade, Book IV of Prince's "Arithmetic by Grades" is also recommended.

SIXTH YEAR.

Read suggestions to all the preceding grades.

Read McLellan and Dewey's "Psychology of Number."

Refer frequently to Speer's Arithmetics, Primary and Advanced, and to the Teacher's Editions of McLellan and Ames' "Primary and Public School Arithmetics." Continue the work in review of fractions and decimals. Give simple problems in applications of percentage.

Teach denominate numbers.

Use Book V of Prince's "Arithmetic by Grades" for supplemental work in this grade.

SEVENTH YEAR.

Read suggestions to all the preceding grades.

Read McLellan and Dewey's "Psychology of Number."

Refer frequently to Speer's Arithmetics, also to McLellan and Ames' Arithmetics, Teacher's Editions.

Review the work of the preceding grade.

Teach the various applications of percentage and interest.

So much of Books VI and VII of Prince's "Arithmetic by Grades" as is applicable will supply an abundance of supplemental work for the seventh year.

EIGHTH YEAR.

Read previous suggestions.

Review the work of previous grades.

Teach mensuration objectively.

Give practical problems.

Book VIII of Prince's "Arithmetic by Grades" is suggested for this grade as work supplemental to that given above for this grade.

BOOKKEEPING.

The object of this work in our grammar schools should be to teach the elementary principles of book-keeping. All pupils in grammar grades should know how to keep simple business accounts. Give especial attention to neatness and accuracy. Let simplicity characterize the work.

FIFTH GRADE.

Give training in business letter-writing. Teach bills and receipts. Letter-writing may be made a part of the composition work. Bills and receipts may accompany the arithmetic work.

SIXTH GRADE.

Give business forms. Pupils should understand receipts, checks, notes, orders and due bills of various kinds, and simple day book, journal and ledger entries.

SEVENTH GRADE.

Use actual business practice, as outlined in Sweet's system.

Complete at least the first three sets.

EIGHTH GRADE.

Complete at least four of the remaining sets of Sweet's system, two of which shall be single entry.

PENMANSHIP.

PENMANSHIP.

Good work can be accomplished in this subject only when the best penmanship is insisted upon in all written work, whether it is done on paper, blackboard, or any other place. Do not accept any work at any time but the best the pupil can do. The lessons from the copy-books should be solely to teach correct forms, spacing and position. When these are thoroughly known, time spent on copy-books is wasted. Work which will require thought as well as good penmanship will be of much more value. In all written work, do not allow copying except in special cases. It begets careless work in the first instance and is a waste of time.

The Natural System of Vertical Writing is to be used in all schools. There are six books in the regular course and, unless there is special reason for doing otherwise, the books Nos. I to VI should be used one in a grade, beginning with the first grade. Books VII and VIII are "Business Forms" and may be used in the corresponding grades if teachers deem it advisable to supplement the bookkeeping with this work.

There is a Teacher's Manual in this system of writing which every teacher should possess.

HISTORY and CIVIL GOVERNMENT

No work preceding the seventh grade is especially planned as history work. The history readers should be so studied that the pupils will have an excellent knowledge of the stories in American history and considerable familiarity with many stories taken from the history of other countries. Especial attention should be given to Eggleston's "First Book in American History" in the fifth grade, or to "Montgomery's Beginners' History" in the sixth grade. These stories should be made use of in composition work and in oral story-telling till all pupils are thoroughly familiar with them. The historical facts learned in this concrete way will have much more vital force than those learned from the ordinary history text book. Civil government should be taught in its proper relationship. It is a part of history and should be taught in connection with it. This subject should be brought close home to the pupils. Illustrations of government are within the reach of every school. The powers and the limitations of the national, state and county governments are apparent to all. The post office and mail carriers, state laws regarding hunting and fishing, the United States and Superior courts, the county roads, collection of taxes, elections, etc., offer to every teacher abundant opportunities for excellent concrete teaching of the principles of our government. Encourage the pupils by questions and suggestions to observe the various indications of the administration of the government which come within their reach. Make use of these facts to build ideas of other functions of the government which they have not had the opportunity to observe but should understand.

SEVENTH GRADE.

Texts:

"United States History," State Series.

"Civil Government," State Series (desk book only).

The work for this grade ends with the Revolution. Study in a topical manner. Make use of the stories which the pupils have previously read as a foundation for the work. Encourage the pupils to give connected narrative accounts. Compositions on assigned topics, with no reference to books while writing, will develop this power. Insist on the pupils reading other books than the text in preparing lessons. Some or all of the books named below should be in every school library. The teacher should keep constantly in mind the purposes of teaching history and government, and make each lesson effective in fulfilling these purposes. The work should show clearly the *causes* for the discovery and exploration of America and the difficulties encountered; the *character* of the early settlers; their reasons for emigration; the effects on history of geography (climate, soil, means of communication, etc.); the struggle of the European nations for mastery in America (the inter-colonial wars); the causes for the alienation of the Colonies from England; the training which made the colonists capable of withstanding England and forming a republic.

(List of reference books given under eighth grade.)

EIGHTH GRADE

Text—Same as seventh grade, and "Supplement to the State History," Wagner.

Complete United States history. Continue to place stress upon stories. The biographies of the leading men

should be studied carefully. Put them in an interesting story form. The work in this grade should show the difficulties encountered in establishing the new government; the effect of European affairs on the United States; the development of the West; the inventions and industries which have aided in developing the country; the sectional divisions on account of industries and mode of living; the effects of varied geographical conditions; the industrial and social effects of the Civil War.

Make daily use of some of the books named below. No teacher can teach all of United States history, but every teacher can assist the pupils in reading books which are written in a reliable and interesting manner, from which they may add much to the school instruction. Teachers should daily use at least one of the first four histories named and one of the first three civil governments. These and all the others should be in the room for the use of pupils. Every teacher should possess:

"Special Methods in History and Literature,"
McMurray.

"Sheldon's Teacher's Manual" (American History).

"How to Study and Teach History," Hinsdale.

Supplemental Books:

"School History of the United States," McMaster.

"History of the American Nation," McLaughlin.

"Student's History of the United States," Channing.

"Student's History of the United States," Montgomery.

"History of the United States and Its People," Eggleston.

"The Colonies," Thwaite.

"Formation of the Union," Hart.

- "Division and Reunion," Wilson.
"War of Independence," Fiske.
"American Politics," Johnston.
"Side Lights on American History," Elson.
"The Critical Period in American History," Fiske.
"Old South Leaflets."
"American History Leaflets."
"American History," Sheldon.
"Growth of the American Nation," Judson.
"Washington and His Country," Irving—Fiske.
"Source Book in American History," Hart.
"The American Government," Hinsdale.
"The American Citizen," Dole.
"Civil Government," Fiske.
"Our Government," Macy.
"How We are Governed," Dawes.
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GEOGRAPHY.

THIRD YEAR.

The work of this year should begin with the study of the district, town or village, and the neighborhood of the child, the work to be based upon actual observation.

Draw to scale maps of the school room, school yard, the road to school, noting the positions of farms, farm-houses, and the homes of the pupils.

Study:

1. The food products of the neighborhood and connected occupations.
 2. Building materials used, kindred trades, clothing materials and manufactures.
 3. Local commerce, roads, bridges, and railroads.
 4. Streams, hills, woods, valleys, etc.
 5. County, township, and school district government.
 6. Climate and seasons, sun, wind, storms, and heat.
- Make daily weather observations.

From these local conditions, proceed to teach a general idea of the county, state, the continents, and the oceans, giving in each instance the names. The more important countries, cities, mountains and rivers should receive attention.

Make a collection of pictures which will be of assistance in the teaching of geography. This should be done by the pupils, assisted by the teacher, the collections to be made from papers, magazines, etc. The teacher must see that the child's notions of facts that are typical

should be properly enlarged. His home idea soon becomes his world idea; his hills become his mountains; his brooks become his rivers, etc. The environment, the book, the map, the picture must go hand in hand if the type idea is to be properly enlarged.

The Prang Pictures, sold by Payot, Upham and Company, San Francisco, and the pictures sold by the Perry Pictures Company, Boston, Mass., are recommended.

The teacher may find much inspiration in geography work by giving careful attention to McMurray's "Special Method in Geography." Tarr and McMurray's "First Book in Home Geography" should be in every library for the use of the teacher. Consult Long's "Home Geography."

Poems to be memorized:

"The Brook," Tennyson.

"Ariel's Song," The Tempest.

"I Remember, I Remember," Thomas Hood.

FOURTH YEAR.

Review the work of the preceding year, and introduce the study of North America and so much of the other parts of the world as will be required to understand the work of this year. Teach carefully climate, vegetation, inhabitants of the different parts of North America, the chief political divisions, and the principal cities, mountains, rivers, gulfs, bays, capes and islands, laying much stress upon their commercial and historical value.

All places occurring in the reading should be carefully located upon the map and the relation to other places noted. In this, as in the preceding year, when the child is receiving his introduction to geographical ideas, the work should receive largely an oral treatment. The

teacher should not let an opportunity go by to impress upon the minds of the pupils correct ideas of the many interesting types to be found in the immediate neighborhood of the child. The various relief, drainage and coast forms, erosion, the great occupations of the people, their means of travel, transportation and communication, and mode of life, are types ever interesting to children.

Draw maps of California, North America, United States, and Mississippi Valley. The State Elementary Geography is to be used as the text for this year. Supplement by using:

Carpenter's "Geographical Reader, North America."

"Stories of Mother Earth," Fairbanks.

Continue collection of pictures.

Poems to be memorized:

"The Barefoot Boy," Whittier.

"The Rainy Day," Longfellow.

"Winter," Tennyson.

"The Bugle Song," Tennyson.

FIFTH YEAR.

(Read the directions of the previous grades.)

Take up the study of South America and Europe, and such further study of the world as the reading and stories of this year may suggest.

Draw these divisions, both in whole and in part, from maps and from memory. The names and location of all countries, cities, mountains, rivers, seas, etc., with which the pupil is likely to meet outside of school, should be taught.

The teacher should lay much stress upon the physical features of these divisions—climate and drainage,

and adaptation to the needs of man. Compare the physical features of these divisions with North America.

Continue the collection of pictures of places, noted buildings, mines, factories, plants, animals, etc.

Use the State Elementary Geography as the text.

Supplementary:

"Our World Reader," Ginn & Company.

"Stories of Northern Europe," Educational Publishing Company.

"Stories of England," Educational Publishing Company.

Carpenter's "Geographical Reader, South America," American Book Company.

Tarr and McMurray's "Second Book in Geography" should be in the library for frequent reference.

Poems to memorize: Select at least four suitable poems from the best authors.

SIXTH YEAR.

(Read the directions of the previous grades.)

Take up the study of Africa, Asia and Oceanica in the manner suggested for the study of North America and South America, laying stress upon the physical features and places of commercial and historical importance. Draw from maps and from memory.

Continue the collection of pictures.

Use the State Elementary Geography as the text.

Supplementary:

Carpenter's "Geographical Reader, Asia."

"Stories of Our New Possessions."

"Stories of Australasia," Pratt.

SEVENTH YEAR.

(Read the directions of the previous grades.)

Study North America in detail, laying much stress upon the places of commercial and historical value. Study very thoroughly the physical features and their effect upon the historical and commercial development of the country.

Take up the study of the Dominion of Canada, Mexico and Central America in a similar manner. Proceed to the study of South America, Europe, Asia, Africa and Oceanica. Draw outline maps and locate important rivers, cities and mountains.

Continue the collection of pictures.

The Advanced State Geography is to be used as the text.

EIGHTH YEAR.

(Read all previous directions.)

Review all the work of the preceding grades, paying special attention to physical features, commercial development, location of large cities, the great highways of trade, and the regions supplying the food, clothing and building materials used by mankind.

The State Advanced Geography is to be used as the text for this year. Make use of the reference books to be found in the District Library for information concerning the cities, the countries, and the products studied. Pictures illustrating topics studied are to be collected.

NATURE STUDY.

The study of nature should form an important part of every child's education. It can not be studied from books. The reading of so-called "Nature Readers" is not nature study. Go to nature itself for your facts. This work will include valuable portions of geography and physiology. Many of the topics suggested below have a direct bearing on these subjects and may be made a part of the work in those subjects.

There are many available fields into which this work may be directed. Some sort of study of plant or animal life usually suggests itself first. There are many lines along which these studies may be pursued. Especially should *uses* and *habits of life* be dwelt upon. If studying birds or animals, give heed to how they build their homes, what they eat, their value to the neighborhood, etc. The work in all cases should be descriptive and observational. Do not attempt analysis. Leave classifications and the study of parts to higher schools except as such work comes easily within reach of the pupils.

The lessons in elementary grades should deal very simply with the various subjects. The teacher should know thoroughly and keep in mind when giving the lessons the greater significance and relationship of the facts and phenomena which are being studied, but these should be opened up to the pupils only as their maturity and preparation will justify. There should be such correlation in the subjects taken up as will make it possible to gradually develop these greater relationships.

All pupils should be taught to name (common names), recognize and describe all the common plants, birds and

other animals of the neighborhood. This work should be well done in every school. It will not necessarily occupy a place in the daily school program. It requires only a live and interested teacher who is willing to be an instructor on the playground and in going to and from school. The first two books named in the list below will assist teachers in this work. Some of the children will be of greater help than books.

The desire to make collections is very strong in many children and this may be turned to very good account in nature study. Suggestions regarding what and how to collect will be welcomed by many of them. The sense of ownership will play so important a part that the best work will be accomplished by allowing each pupil to make his own collections. Assist each in doing this and in gathering information about his collection. When a pupil has a sufficient collection and knows something about it, let him exhibit it to the school and talk to the pupils about it. School gardens are a very satisfactory means of nature study. Ownership again should play an important part. The collecting instinct may be profitably used in gathering pictures for work in geography and history.

Besides the work already outlined the following topics are suggested:

The collection, naming and description of rocks—leading to a study of soil and many of the elementary facts of physical geography and geology. This work should be closely related to the geography.

Daily weather observations. This may lead to a study of the winds, temperature, difference between night and day, the thermometer, etc.

A study of the relations and character of the sun, moon and earth; an introduction to astronomical ideas.

The air; including winds, clouds, rain, hail, snow, etc.

The observations and reports of the government signal service.

Many desirable books have been mentioned under Reading, Geography and Physiology, which may be used as guides and for suggestive material for study. There are books in these lists dealing with every field of nature. Especially should Burrough's "Birds and Bees" be studied carefully and used as a guide in studying the birds and bees of each community.

No attempt has been made to grade the work. The teacher only can properly do this. A single lesson on snow when a snow storm is on will be of greater value than weeks of lessons about snow. Seek and seize opportunities. Many teachers will find it possible to do this work with the whole school in one class, and for this reason also a grading of the work would be undesirable. Enter into the spirit of the work, keeping in mind that that education which best puts a child into complete harmony with the universe about him is the best education.

Suggested Books:

"Bird Notes Afield," Keeler.

"California Wild Flowers," Parsons and Buck.

"Special Method in Science," McMurray.

"Great World Farm," Gaye.

"First Lessons with Plants," Bailey.

"Lessons in Nature Study," Jenkins and Kellogg.

"Story of the Plants," Grant Allen.

"Fairy Land of Science," Buckley.

"High Sierras," Muir.

"Our Native Birds," Lange.

"Reports of the U. S. Signal Service." (The daily weather report may be obtained from the San Francisco office.)

PHYSIOLOGY.

In our primary and grammar schools the study of physiology should be largely incidental. This does not mean that the subject should receive little attention. It rather means that it should receive an unusual amount. The teacher should be on the alert to see suitable opportunities for teaching the essentials of hygiene. The hygiene of physiology must be lived into children. All talks and lectures upon cleanliness, temperance, ventilation, etc., will be of little value if they see no practice of these things. The conduct of the teacher and parents and the care of the schoolroom and homes will teach these things far more effectively than all books and lectures combined. Present to the pupils the plainest and simplest truths. Dwell especially upon cleanliness, exercise, respiration (including ventilation), digestion (including effects of narcotic and alcoholic stimulants), the nervous system and the names and location of the more important parts and organs of the body. Keep close to the practical application of the facts studied. Leave the scientific study of the human body for more advanced schools.

Regular class work is to be done only in the seventh grade.

Comply with sections 1665, 1667, Political Code of California.

Text—Physiology, State Series. (In the hands of the teacher.)

Supplemental Texts:

"Applied Physiology," Overton.

"Elementary Physiology," Foster and Shore.

"Physiology, Experimental and Descriptive,"
Colton.

"Human Body," Martin.

"Applied Physiology, Primary," Overton.

"Applied Physiology, Intermediate," Overton.

SINGING.

All children should be taught songs and how to sing them. No child should be allowed to pass through the schools without his knowing thoroughly the words and tunes of the common songs of the race. Especially should the common patriotic songs be taught and sung frequently. There is no better way of teaching genuine patriotism than in causing the children to enter into the spirit of "America," "Star Spangled Banner," "The Red, White and Blue," etc. Insist upon all pupils learning accurately the words of the songs and taking part in the singing. Have them sing frequently without books so that they will not be dependent upon the books either for the words or music.

The selections used should be from the best poets and composers. There is such an abundance of this sort of songs and music that there is no excuse for the use of inferior material.

Motion and rote songs are recommended for the primary children. Where the primary grades are in rooms separate from the older children, a short period should be given to such songs every day. Suitable books are recommended below.

In the higher grades, something more may be done toward teaching music than is suggested above. How far this work shall be pursued is left to the teacher, who should consult with the Superintendent regarding it whenever possible.

Every pupil, before he leaves school, should know the words and tunes of the following songs:

"America."

"Auld Lang Syne."

"Home, Sweet Home."

"My Old Kentucky Home."

"The Old Oaken Bucket."

"Swanee River."

"Sweet and Low" (Barnaby).

"Come, Thou Almighty King."

"Guide Me, O Thou Great Jehovah."

"Hail, Columbia."

"Joy to the World."

"The Star Spangled Banner."

"The Red, White and Blue."

"Yankee Doodle."

"Battle Hymn of the Republic."

"Nearer, My God, to Thee."

The text books *adopted* for use in all schools are:

"A Short Course in Music," Ripley & Tapper.

Book I (for primary grades).

Book II (for grammar grades).

Supplemental Books:

"American Song Book," Haaren and Mattfield.

"The Song Wave."

"Finger Plays," Poulsson.

"Stevenson Song Book."

"Field-DeKoven Song Book."

"Kindergarten Chimes," Wiggin.

"Musical Poems" (Faunt LeRoy Music Co.—
Poems by Field).

DRAWING.

Drawing must be taught in all of the schools of this county, and in all of the grades.

Drawing is a means of expression to a young child and should be freely used as such. The child should be given a broad, free surface, something that will make a clear, distinct mark, and then be allowed to reproduce his mental images without interference on the part of the teacher. A young child sees a thing as a whole and will reproduce it in a few simple, bold lines. This period of grotesque or burlesque drawing must not be neglected or interfered with. It can not be omitted in the development of the child any more than the period when he makes crude, misshapen sounds, which he gradually modifies until he learns to speak correctly.

Position, direction and distance are all important in drawing, but they have no place in the drawing of a young child. They are to drawing what grammar is to language. Just as it is impossible to secure a mastery of language by studying grammar, so it is impossible to learn to draw by studying position, direction and distance. The way to learn to draw is by drawing. The value of drawing lies in the accession of power, the power of expression.

The drawing of mental images should be continued up to and including the ninth or tenth year of the child's life. In the earlier years this should form a large part of the child's busy work. From the fourth grade up it

should be used in the illustration of all written work, as in the reproduction of reading, geography, elementary science, and history lessons.

Regular drawing lessons should begin about the fourth grade and should be given twice a week in periods of not more than an half hour each. The reproduction of objects suited to the ability of the child should form the basis of this work. Prang's Drawing System consisting of six books has been adopted, and may be used one book in a grade, from the third grade up, by such teachers as find it advantageous to place drawing books in the hands of children. The Board also recommends that brush work and color work be used at the discretion of the teacher. Colored chalk work should be done by small children in all schools.

Every teacher should be familiar with Earl Barnes' "Study on Children's Drawings," Ped. Seminary, Vol. II. "How to Enjoy Pictures," by M. S. Emery, and the teacher's manuals for the first and second years entitled "Art Instruction in Primary Schools," published by the Prang Ed. Co., should be on the desk of the teacher for constant use.

CARE AND DECORATION OF GROUNDS AND BUILDINGS.

It should be remembered by teachers and trustees that some of the fondest memories of life center in the school, and for this reason, if for no other, the grounds and buildings should be made as attractive and beautiful as the wit and means of the district permit. The schoolroom should be hung with noble pictures. Reproductions of the world's great masterpieces can be had for a small sum, and even one great masterpiece is worth more to the children than a cartload of inferior productions. Let the school give an entertainment once a year for this purpose, and in a few years the room may be richly decorated with fine pictures. The room must be kept neat all the time; it must be part of the pupil's work to keep his desk clean and free from litter at all times. It will be easier to teach neatness in regular school work if the pupil is surrounded by neatness.

The yard should be the most beautiful one in the district, and it may be if the trustees, pupils and teachers will work to that end. Trees and flowers should be planted and cared for. Interest may be aroused by having each pupil or grade plant and care for a tree, flower, or flower-bed which shall be the property of the pupil or grade. The teacher should see to it that the yard is not littered with papers and rubbish. The pupils will be glad to clean the yard if the teachers will work with them. Burn the rubbish.

The outhouses should be kept scrupulously clean,

and it is the teacher's duty to see that they are so kept.

The good effect of clean and beautiful surroundings can not be estimated. It is felt and seen in a marked degree in those schools where much attention is paid to the matter. The Board of Education heartily recommends that a very considerable effort be made in this direction.

RULES FOR GRADUATION

From the Grammar Schools of Sonoma County.

1. Graduation from the grammar schools shall be made upon an average standing of 75 per cent, in an examination upon sets of questions prepared by the County Board of Education.
2. These questions will cover all subjects outlined in this course of study.
3. The examination shall be held during the month of June each year. Principals or teachers who wish to graduate pupils are required to notify the Superintendent at least one month prior to the prescribed time of holding such examinations; if such notification be not given, questions will not be sent.

(To be read to the pupils before beginning the examination:)

4. All members of a class must begin a subject at the same time, and no recess or leaving the room be allowed any pupil until he has completed the subject.
5. There should be nothing to detract the attention of the teacher from a close supervision of the pupils undergoing examination.
6. No assistance is to be given to pupils by any one. No questions regarding the facts, spelling of words, or anything which would assist the pupils, should be answered by the teacher while the examination is being conducted.

7. Pupils are to be given the questions only at the time indicated on the envelopes and question sheets.
8. Teachers shall grade the examination papers on the basis of 100, and send the same immediately upon the close of the examination to the County Superintendent, in order that the Board of Education may review them.
9. Each pupil's papers should be arranged separately and in the order in which the subjects were given.

RULES AND REGULATIONS

Of the Board of Education Relating to Teachers' Examinations and Certificates.

Rule 1.—All examinations shall be held at the county seat in the months of June and December.

Rule 2.—Applicants who are absent at the opening of the examination will not be admitted thereafter.

Rule 3.—All applicants must begin a subject at the same time, and no recess will be allowed until the subject is finished.

Rule 4.—Every applicant must make and subscribe to the following oath: "I, the undersigned, at the close of this examination, do solemnly swear (or affirm) that, prior to the examination in each subject, I had no knowledge of the questions to be submitted; that I have neither given to any one, nor received from any source, explanations or other aid in answering said questions."

Rule 5.—The board will reject all papers in which there is evidence of collusion and fraud.

Rule 6.—No applicant will be permitted to have a text book in his possession during the hours of examination.

Rule 7. All applicants must endorse their papers with their number and the name of the subject. The number and post office address shall be entered at the beginning of the examination on cards, which shall be kept in a sealed envelope until the close of the examination.

Rule 8.—A certificate will not be granted to any applicant who fails to make fifty per cent of the credits required in any branch.

Rule 9.—Holders of primary certificates granted by the Board of Education of Sonoma county prior to January 7, 1896, who have taught successfully in Sonoma county, will not be required to pass any further examination in primary subjects when applying for a grammar grade certificate. No credits for experience will be allowed on the grammar grade subjects.

Rule 10.—To obtain a Primary Certificate, 85 per cent of the aggregate primary credits must be secured.

Rule 11.—To obtain a Grammar Grade Certificate, 85 per cent of the total Primary and Grammar Grade credits, including at least 85 per cent of the additional aggregate Grammar Grade credits, must be secured; provided, that examination be passed by holders of Primary Certificates upon such branches as have been added to the list of Primary studies since the issuance of the Primary Certificate in question. Provided, further, the applicant having gained a standing of 85 per cent in the Primary studies shall be examined in the Grammar Grade studies only.

Rule 12.—To obtain a High School Certificate, 85 per cent of the additional aggregate High School credits must be secured.

Rule 13.—Applicants for High School Certificates, now holding any lower grade Certificate in this county, will be required to pass an examination in all branches required by the higher grade and not included in the lower.

Rule 14.—All applications for diplomas or renewal of certificates must be made in writing and accompanied by the certificate under which the applicant is teaching, together with satisfactory evidence of success in teaching and the fee required by law.

Rule 15.—Grammar Grade County Certificates of other counties will be recognized by this Board as credentials upon which to issue certificates of like grade; pro-

vided, that said certificate shows a standing of an aggregate of at least 85 per cent, and provided, further, that the applicant shall be required to pass a satisfactory examination in such studies as are required by this Board and not by the County Board from which the applicant holds a certificate. Nothing in this rule shall prevent the County Superintendent from issuing a Temporary Certificate of the proper grade on certificate of like grade, valid until the next regular semi-annual examination.

Rule 16.—Certificates will not be granted to the holders of State Normal School Diplomas of other States, unless the Board is furnished with satisfactory evidence that the course of study prescribed by such State Normal School is in all respects the equivalent of the course prescribed by the Normal Schools of this State, and the diplomas must show completion of the full course. The so-called diplomas showing graduation from an "Elementary" course will not be considered.

The Board makes the following recommendations, hoping that they may be of assistance in preparing better teachers. These recommendations are intended to be in no way obligatory, save those regarding methods of teaching and English literature. In several subjects we suggest the titles of text books which are written by masters of the subjects treated. We desire the preparation to be made from texts of such character, but we do not insist upon the use of any of the texts herein named, save in methods of teaching and literature. We ask only for thorough preparation. These recommendations, though directing the work to definite lines rather than allowing it to spread over the whole field, are not intended to lower the standard of certificates by requiring far more thorough study along specified lines. We also desire to encourage the production of real scholarship and the de-

velopment of mental ability rather than the drilling upon and memorizing of bookish definitions and descriptions.

Composition.—The applicant should understand clearly the principles of composition, and be able to write a concise, logical essay, correct in spelling, punctuation and paragraphing. A "First Book in Writing English," by Lewis, will be found helpful.

Geography.—We desire to lay stress upon the physical features of the earth and the dependent portions of the subject rather than upon political geography.

United States History.—A knowledge of this subject equivalent to that obtained from a careful study of Channing's "Student's History of the United States," McMaster's "History of the United States," or Montgomery's "Student's History of the United States," will be expected.

Methods of Teaching.—The examinations in this subject will be based upon the following: "Contents of Children's Minds Upon Entering School," Hall; "Methods of the Recitation," "Special Method in Literature," "Special Method in History and Geography," "Special Method in Reading," and "Special Method in Sciences in the Lower Grades," by McMurray.

Physiology.—Generally speaking, the preparation in this subject has not been sufficiently broad to permit suitable instruction in the schools. To acquire sufficient knowledge of this subject to teach it well, the instructor should be familiar with such texts as Martin's "Human Body," Colton's "Physiology, Experimental and Descriptive," Overton's "Applied Physiology," or must have taken a course in laboratory physiology.

Civil Government.—The examination in this subject will be chiefly founded on the constitution of the United States. A careful study of Fiske's "Civil Government," or Hinsdale's "The American Government" will be especially helpful.

GRAMMAR GRADE.

English Literature.—The requirements as adopted by the Board July 19, 1895, will remain in force. They are as follows: The examination in literature for the grammar grade shall be based upon a general knowledge of Brooke's "Primer of English Literature," and a specific knowledge of the various works required for admission to the State University.

Physics.—The examinations will be based upon the fundamental principles of physics, but we shall expect an understanding of these, such as is usually obtained through laboratory work.

Natural History.—Similar to physics.

Algebra.—The examination will require a knowledge of this subject through quadratics. Special attention will be given to the solution of problems.

Geometry.—The examination will be based on the fundamental propositions of plane geometry. It is our intention to avoid the most difficult portions of this subject.

Following are the credits attached to the several studies:

PRIMARY.	Standard
Arithmetic (written).....	100
Arithmetic (oral).....	25
Grammar (written).....	100
Grammar (oral).....	25
Orthography	100
Composition.....	50
Reading.....	50
Geography (written).....	40

Geography (oral).....	10
U. S. History (written).....	80
U. S. History (oral).....	20
Methods of Teaching (written).....	40
Methods of Teaching (written).....	10
Defining (word analysis).....	25
Penmanship.....	50
Music.....	25
Drawing, Industrial.....	25
Physiology (written).....	40
Physiology (oral).....	10
School Law.....	25
Book-keeping.....	50
Civil Government (written).....	80
Civil Government (oral).....	20
Number required to obtain a Certificate.....	850

GRAMMAR.

English and American Literature (written).....	80
English and American Literature (oral).....	20
Natural Philosophy (written).....	40
Natural Philosophy (oral).....	10
Natural History (written).....	40
Natural History (oral).....	10
Algebra (written).....	40
Algebra (oral).....	10
Geometry (written).....	40
Geometry (oral).....	10
Number required.....	1105
Number of Grammar Grade credits required.....	255

HIGH SCHOOL.

Physical Geography (written).....	40
Physical Geography (oral).....	10
Rhetoric (written).....	40

Rhetoric (oral).....	10
Literature (written).....	40
Literature (oral).....	10
General History (written).....	40
General History (oral).....	10
Geometry, plane and solid (written).....	40
Geometry, plane and solid (oral).....	10
Chemistry (written).....	40
Chemistry (oral).....	10
Number required.....	1360
Number of High School credits required.....	255

GRADE OF SCHOOLS.

All schools having the aggregate at least six pupils in the sixth, seventh and eighth grades shall be known as Grammar Grade Schools.

The County Superintendent shall, unless otherwise provided by law, in the month of July of each year, grade each school, and a record thereof shall be made in a book to be kept by the County Superintendent in his office for this purpose. And no teacher holding a certificate below the grade of such school shall be employed to teach the same.—Sec. 1543, School Law of California.

STATE TEXT BOOKS.

Revised First Reader.....	State Series.....	\$0.20
Revised Second Reader.....	State Series.....	35
Revised Third Reader.....	State Series.....	50
Revised Fourth Reader.....	State Series.....	60
Primary Number Lessons.....	State Series.....	25
Advanced Arithmetic.....	State Series.....	50
Lessons in Language.....	State Series.....	30
Revised English Grammar.....	State Series.....	55
Speller.....	State Series.....	30
Elementary Geography.....	State Series.....	60
Advanced Geography.....	State Series.....	1.20
United States History.....	State Series.....	80
Civil Government.....	State Series.....	55
Anatomy, Physiology, and Hygiene.....	State Series.....	60

LIST OF PUBLISHERS.

The numbers preceding the names of the publishers are used to indicate the publishers of the various books mentioned in this course. The numbers are in column three of the Library List of Supplemental Books.

- 1 Ginn & Co.
- 2 American Book Co.
- 3 D. C. Heath & Co.
- 4 The Macmillan Co.
- 5 Whitaker & Ray Co.
- 6 Public School Publishing Co.
- 7 D. Appleton & Co.
- 8 Silver, Burdette & Co.
- 9 Werner Book Co.
- 10 Educational Publishing Co.
- 11 University Publishing Co.
- 12 Houghton, Mifflin & Co.
- 13 Butler, Sheldon & Co.
- 14 Harrison, New York.
- 15 Scribner's.
- 16 Prang Educational Co.
- 17 The Perry Pictures Co.
- 18 Elder & Shepard, San Francisco.
- 19 Longman's, Green & Co.
- 20 Doxey, San Francisco.
- 21 King-Richardson Publishing Co.
- 22 Lothrop Publishing Co.
- 23 Oliver Ditson Co.
- 24 Faunt LeRoy Music Co., Chicago.
- 25 J. S. Sweet, Santa Rosa.
- 26 Crowell & Co.
- 27 H. Holt & Co.
- 28 Lovell.

LIBRARY LIST OF SUPPLEMENTAL BOOKS.

The prices quoted here are the retail prices submitted to the Board of Education by the various publishing houses. *In ordering books, always give title of book, author, publisher, and price.*

READING.

TITLE OF BOOK.	AUTHOR.	PUBLISHER	Retail Price.
Special Method in Reading.....	McMurray.....	6	\$.40
Organic Education.....	Scott.....	3	1 25
Teaching the Language Arts.....	Hinsdale	7	1 00
Phonics and Reading.....	Van Liew.....	6	.35
Beginner's Reader.....	Bass.....	3	.30
Child Life, First Reader.....	Blaisdell.....	4	.30
Stepping Stones to Literature, { First Reader	Arnold and Gilbert.....	8	.40
Old Time Stories Retold.....	Smythe.....	9	.35
Finch Primer.....	Finch.....	1	.35
Cyr's Primer.....	Cyr.....	1	.30
Baldwin's Primer.....	Baldwin.....	2	.30
First Days in School.....	Stewart and Coe.....	2	.25
First Reader.....	Cyr.....	1	.35
Æsop's Fables, Vol. I.....	Pratt.....	10	.30
Heart of Oak, Vol. I.....	Norton.....	3	.25
Golden Rod Books, First Reader.....	.....	11	.15
First Reader.....	Baldwin.....	2	.25
Child Life, Second Reader.....	Blaisdell.....	4	.40
Stepping Stones to Literature, { Second Reader	Arnold and Gilbert.....	8	.50
In Mythland.....	Beckwith.....	10	.30
The Hiawatha Primer.....	Holbrook.....	12	.45
Æsop's Fables, Vol. II.....	Pratt.....	10	.30
Plant Life.....	Bass.....	3	.25
Some of Our Friends.....	Welch.....	10	.30
Choice Literature, Primary Book I.....	Williams.....	13	.25
Pets and Companions.....	Stickney.....	1	.35
Heart of Oak, Vol. II.....	Norton.....	3	.35
Big People and Little People of { Other Lands	Shaw.....	2	.30
Classic Stories for the Little Ones.....	McMurray.....	6	.35
Golden Rod Books, Second Reader.....	.....	11	.20
Docus the Indian Boy.....	Snedden.....	3	.35
Four True Stories of American Life { and Adventure	Smith.....	14	.45

READING—Continued.

TITLE OF BOOK.	AUTHOR.	Publisher	Retail Price
Great Americans for Little Americans	Eggleston.....	2	45
Stepping Stones to Literature, { Third Reader	Arnold and Gilbert.....	8	60
Child Life, Third Reader.....	Blaisdell.....	4	....
Third Reader.....	Cyr.....	1	55
Golden Rod Books, Third Reader.....	.....	11	25
Fable and Folk Stories, Riverside { Edition	Scudder.....	12	40
Robinson Crusoe, Defoe.....	McMurray.....	6	35
Stories of American Life and { Adventure	Eggleston.....	2	50
Legends of Norseland.....	Pratt.....	10	40
Fifty Famous Stories Retold.....	Baldwin.....	2	40
Short Stories of Our Shy Neighbors	Kelly.....	2	50
Heart of Oak, Vol. III.....	Norton.....	3	45
Old Greek Stories.....	Baldwin.....	2	50
Stories from Garden and Field.....	.....	10	30
Choice Literature, Int'mediate Book I	Williams.....	13	35
Legends of the Red Children.....	Pratt.....	9	35
Ways of Wood Folk.....	Long.....	1	55
Discoverers and Explorers.....	Shaw.....	2	33
German Household Tales, { Riverside Edition	Grimm.....	12	40
Scribner's Series of School Reading:			
Cable Story Book.....	George W. Cable.....	15	60
Eugene Field Story Book.....	Eugene Field.....	15	60
Fanciful Tales.....	Stockton.....	15	60
Lobo, Rag and Vixen.....	Thompson.....	15	60
Black Beauty.....	.....	11	20
First Book in American History.....	Eggleston.....	2	65
Hiawatha, Riverside Edition.....	Longfellow.....	12	15
Little Nell.....	Dickens.....	10	40
American Indians.....	Starr.....	3	45
Pacific History Stories.....	Wagner.....	5	50
Tales of Discovery of the Pacific Slope	Hood.....	5	50
Outdoor Studies.....	Needham.....	2	45
Alice in Wonderland.....	Carroll.....	26	60
Child Life in Prose and Poetry, { Riverside Edition	Whittier.....	12	15
Children's Hour, Paul Revere's { Ride and Other Poems: Riv- erside Edition	Longfellow.....	12	15
Heart of Oak, Vol. IV.....	Norton.....	3	55
Stepping Stones to Literature, { Fourth Reader	Arnold and Gilbert.....	8	70
Stories of Old Rome.....	Pratt.....	10	50
The Talisman.....	Scott.....	10	40

READING—Continued.

TITLE OF BOOK..	AUTHOR.	Retail Price
Publisher		
Birds and Bees, Riverside Edition..	Burroughs.....	12
Tanglewood Tales, Riverside Edition	Hawthorne.....	12
Gulliver's Travels.....	Swift.....	12
English History Stories.....	Blaasdell.....	1
American History Stories, Vol. I.	Pratt.....	10
American History Stories, Vol. II.	Pratt.....	10
Beginner's American History.....	Montgomery.....	1
Our Feathered Friends.....	Grinnell.....	3
Bird Notes Afield.....	Keeler.....	18
Miles Standish, Riverside Edition..	Longfellow.....	12
Selections from Irving.....	Irving.....	1
Enoch Arden.....	Tennyson.....	10
Gods and Heroes.....	Francklin.....	1
Evangeline, Riverside Edition.....	Longfellow.....	12
Tales from Shakespeare.....	Lamb.....	1
Tales of a Wayside Inn, River- side Edition	Longfellow.....	12
Ivanhoe.....	Scott.....	10
Prisoner of Chillon.....	Byron.....	10

LANGUAGE.

How to Study Pictures.....	M. S. Emery.....	16	1 50
The Perry Magazine.....	.....	17	1 00
The Riverside Art Series.....	.....	12	30
Stories of the Great Artists.....	.....	10	10
A First Manual of Composition.....	E. H. Lewis.....	4	70
Essentials of English Grammar.....	W. D. Whitney.....	1	75

ARITHMETIC AND BOOKKEEPING.

Primary Arithmetic.....	Speer.....	1	40
Elementary Arithmetic.....	Speer.....	1	50
Advanced Arithmetic.....	Speer.....	1	55
Teachers' Editions of Primary Arithmetic.....	McLellan and Ames.....	4	...
Public School Arithmetic	McLellan and Ames.....	4	60
Arithmetic by Grades—eight books.	Prince.....(each)	1	25
Psychology of Number	McLellan and Dewey....	7	1 50
Sweet's Bookkeeping.....	J. S. Sweet.....	25	1 00

PENMANSHIP.

Natural System of Vertical Writing: Books I to VI.....	Newlands and Row.....	3	07
Books VII and VIII.....	Newlands and Row.....	3	10

HISTORY AND CIVIL GOVERNMENT.

TITLE OF BOOK.	AUTHOR.	Publisher	Retail Price
Supplement to State History.....	Wagner.....	5	25
Special Method in History and Literature	McMurray.....	6	35
Teacher's Manual (American History)	Sheldon.....	3	60
How to Study and Teach History..	Hinsdale.....	7	1 50
School History of the United States	McMaster.....	2	1 10
History of the American Nation....	McLaughlin.....	7	1 55
Student's History of United States..	Channing.....	4	1 55
Student's History of United States..	Montgomery.....	1	1 55
History of the United States and Its People	Eggleston.....	2	1 15
The Colonies	Thwaites.....	19	1 25
Formation of the Union.....	Hart.....	19	1 25
Division and Reunion.....	Wilson.....	19	1 25
War of Independence.....	Fiske.....	12	40
American Politics	Johnston.....	27	90
Side Lights on American History..	Elson	4	75
Old South Leaflets.....	Directors of Old South work (Boston).....		05
American History Leaflets.....		28	15
American History.....	Sheldon—Barnes.....	3	1 25
Growth of the American Nation....	Judson.....	4	1 10
Washington and His Country.....	Irving—Fiske.....	1	90
Source Book in American History.	Hart.....	4	70
The American Government.....	Hinsdale.....	9	1 25
The American Citizen.....	Dole.....	3	90
Civil Government.....	Fiske.....	12	1 15
Our Government.....	Macy	1	85
How We Are Governed.....	Dawes.....	1	1 10

GEOGRAPHY.

First Book in Home Geography.....	Tarr and McMurray.....	4	65
Second Book in Home Geography..	Tarr and McMurray.....	4	...
Home Geography.....	Long.....	2	30
Geographical Reader: North America	Carpenter.....	2	65
Geographical Reader: South America	Carpenter.....	2	65
Geographical Reader: Asia.....	Carpenter.....	2	65
Stories of Mother Earth.....	Fairbanks.....	5	50
Our World Reader.....	Hall.....	1	55
Stories of Northern Europe.....	Pratt.....	10	40
Stories of England.....	Pratt.....	10	40
Stories of Our New Possessions..	Van Bergen.....	5	...
Stories of Australasia.....	Pratt.....	10	40

NATURE STUDY.

TITLE OF Book.	AUTHOR.	Retail Price
Publisher		
California Wild Flowers.....	Parsons and Buck.....	2 00
Bird Notes Afield.....	Keeler.....	1 50
Special Method in Science.....	McMurray.....	6 50
Great World Farm.....	Gaye.....	4 50
First Lessons with Plants.....	Bailey.....	4 45
Lessons in Nature Study.....	Jenkins and Kellogg.....	5 00
Story of the Plants.....	Grant Allen.....	7 40
Fairyland of Science.....	Buckley.....	7 50
High Sierras.....	Muir.....	...
Our Native Birds.....	Lange.....	4 00
Reports of the United States Signal Service }	Signal Service Officer, S.F.	Free

PHYSIOLOGY.

Applied Physiology.....	Overton.....	2	90
Elementary Physiology.....	Foster and Shore.....	4	85
Physiology, Experimental and Descriptive }	Colton.....	3	1 25
Human Body (briefer course).....	Martin.....	27	1 35
Applied Physiology, Primary.....	Overton.....	2	35
Applied Physiology, Intermediate..	Overton.....	2	55

SINGING.

Short Course in Music.....	Ripley and Tapper.....	2	40
Book I, for Primary Grades.....	.....	.....	45
Book II, for Grammar Grades.....	.....	.....	45
American Song Book.....	Haaren and Mastfield.....	21	50
The Song Wave.....	.....	2	70
Finger Plays.....	Foulsson.....	22	1 25
Stevenson Song Book.....	Scribner.....	15	1 00
Field—DeKoven Song Book.....	Scribner.....	15	1 00
Kindergarten Chimes.....	Wiggin.....	23	...
Musical Poems (poems by Field).....	.....	24	...

DRAWING.

Course in Drawing for Graded Schools:			
Manual for First Grade.....	.....	16	75
Manual for Second Grade.....	.....	16	75
Manual for Other Grades.....	.....	16	50
Drawing Books—			
Nos. I, II, III.....	.....	16	10
Nos. IV, V, VI.....	.....	16	15
How to Enjoy Pictures.....	Emery.....	16	1 50

EXTRACTS FROM SCHOOL LAW, AND SUGGESTIONS TO TEACHERS.

Morals and Manners.

It is difficult to lay down any scheme for teaching ethics; for ethics must be taught incidentally and not formally. It should grow naturally out of the subject in hand. This does not mean that it is to be left for chance opportunities and taught or omitted at pleasure. It ought to be a portion of each day's work; and the teacher should be continually on the watch for opportunities of giving such instruction.

School Law.

The teacher must comply with all of the provisions of the school law.

SEC. 1668. Attention must be given to such physical exercises for the pupils as may be conducive to health and vigor of body, as well as mind, and to the ventilation and temperature of school rooms.

SEC. 1696. Every teacher in the public school must:
First—Before assuming charge of a school, file his or her certificate with the Superintendent of Schools.

Second—Before taking charge of a school, and one week before closing a term of school, notify the County Superintendent of such fact, naming the day of opening or closing. Boards of Education and Boards of School Trustees must in every case give to the teachers a notice of at least two weeks of their intention to close the term of school under their charge. No Superintendent shall

draw any requisition for the last month's salary of any teacher until said teacher has filed with him the notice required by this subdivision.

Third.—Enforce the course of study, the use of the legally authorized text-books, and the rules and regulations prescribed for schools.

Fourth.—Keep a State School Register, in which shall be left at the close of the term a report showing program of recitation, classification and grading of all pupils who have attended school at any time during the school year. The Superintendent shall in no case draw a requisition in favor of the teacher, until the teacher has filed with him a certificate from the Clerk of the Board of School Trustees to the effect that the provisions of this subdivision have been complied with.

Fifth.—Make an annual report to the County Superintendent at the time and in the manner and on the blanks prescribed by the Superintendent of Public Instruction. Any teacher who shall end any school term before the close of the school year shall make a report to the County Superintendent immediately after the close of such term; and any teacher who may be teaching any school at the end of the school year shall, in his or her annual report, include all statistics for the entire school year, notwithstanding any previous report for a part of the year. The Superintendent of Schools shall in no case draw a requisition for the salary of any teacher for the last month of the school year, until the report required by this subdivision has been filed and by him approved.

SEC. 1699. * * * * * Should any teacher employed by a Board of School Trustees for a specified time leave the school before the expiration of such time, without the consent of the Trustees, in writing, such teacher shall be deemed guilty of unprofessional

conduct, and the Board of Education of the county are authorized, upon receiving notice of such fact, to suspend the certificate of such teacher for the period of one year. * * * *

SEC. 1700. No warrant must be drawn in favor of any teacher unless the officer whose duty it is to draw such warrant is satisfied the teacher has faithfully performed all the duties prescribed in Section one thousand six hundred and ninety-six.

14 DAY USE
RETURN TO DESK FROM WHICH BORROWED
LOAN DEPT.

This book is due on the last date stamped below, or
on the date to which renewed.

Renewed books are subject to immediate recall.

sep'62WW
REC'D LD.
SEP 22 1962

JUN 9 1967 8 3

REC'D LD.
MAY 29 '67 - 3 PM

C 83856

use of Study, Sonoma County, 1900

STUDY—Continued.

Author.	Retail Price	Publisher
Shaler, George	65	3
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